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ABSTRACT

Student outcome objectives and process objectives were the focus of the Portland Experience Based Career Education (EBCE) project evaluation. The Portland EBCE project followed the EBCE model developed by the Appalachia Educational Laboratory (AEL), based on experiential learning with career and academic experiences in the community. A total of thirty-three sophomores, juniors, and seniors participated in the program during the 1976-77 school year. These students were pre- and posttested in the areas of basic academic skills, career development, and life skills. Process objectives were evaluated using document review and observation, interviews with students, staff and resource persons, and opinion and attitude questionnaires administered to parents and resource persons. All student outcome objectives were achieved as were all process objectives, and the majority of attitudes expressed toward the EBCE program were positive. (Appendixes provide survey results and support documentation relating to program efforts and plans.) (TA)

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FINAL EVALUATION REPORT

ON THE

PORTLAND PUBLIC SCHOOL SYSTEM

IMPLEMENTATION OF AN EXPERIENCED-BASED

CAREER EDUCATION PROGRAM

FUNDED WITH A GRANT UNDER

P.L. 90-576, PART D

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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1.0 INTRODUCTION

This report is the Final Evaluation Report on the Portland Public School System project for implementing an Experienced-Based Career Education Program (EBCE). The Portland Public School System (PPSS) was awarded a grant by the USOE, under P.L. 90-576, Part D, to operate the program. As a condition of award, PPSS was required to select one of the four available EBCE models that had been developed by four regional educational laboratories, beginning in 1971.

The model selected by PPSS was the one developed and field-tested by the Appalachia Educational Laboratory (AEL). In their proposal, PPSS indicated that it was their intent to implement the program with a high degree of fidelity to the original AEL model. Another condition of award was the selection and use of a third-party external evaluator to assess the project.

An assessment of their efforts and the extent of success is contained in this report which, in addition to this introductory section, is comprised of five other sections, as follows:

- Section 2.0 OVERVIEW OF THE PROGRAM which contains a general description of the Portland EBCE program.
- Section 3.0 PROJECT OBJECTIVES AND EVALUATION APPROACH which provides the various student outcome and process objectives along with a discussion of the procedures employed to acquire evaluation information.
- Section 4.0 FINDINGS AND CONCLUSIONS which addresses each of the objectives specified in the previous section, presenting the findings and conclusions related to each. This section also addresses other

formative findings considered relevant to program operations.

- Section 5.0 RECOMMENDATIONS which discusses areas considered important for continued project success.
- Section 6.0 SUMMARY OF IMPACT AND IMPLICATIONS which summarizes the project in terms of the impact of this project on various groups (students, parents, the school, the community) and its implications for education.
- APPENDICES. There are four appendices which provide survey results and support documentation relating to program efforts and plans.

2.0 OVERVIEW OF THE PROGRAM

2.1.1 Summary Program Description

Portland School District implemented the AEL/EBCE model as developed. The primary emphasis was to implement a program which adhered to the following:

- The program will be a comprehensive alternative to the regular high school and therefore will offer courses which fulfill and/or supplement requirements for graduation.
- The program will be experientially oriented and allow for students to perform non-paid work tasks and observe adults in their work involvement.
- The program will provide students with the opportunity to be exposed to multiple experience sites.
- The program will provide the student with learning experiences which cover a wide variety of work-related skills.
- The program will enlist the cooperation of and define experience sites so they can be utilized to provide students with academic, career, interpersonal, and occupational skills.
- The program will expand the membership and role of a currently operating Career Education Advisory Committee. The committee will represent all of the various groups and organizations in the community.

The AEL model has the following essential characteristics:

- A process for organizing and defining the community for learning purposes.

- A process for developing, maintaining, evaluating, and updating students' program on an individualized basis.
- A process for managing the total EBCE program for accountability.

Establishment of an Advisory Council

In order to enlist community cooperation and input, an already-established Career Education Advisory Committee was expanded. Key individuals in the community were identified who are representative of the various business, education, and labor groups. These individuals met at least once a month with the director of the EBCE project and staff to give input and advice. During the initial start-up, the Advisory Council was utilized in the enlistment of cooperating experience sites.

Site Analysis

The AEL/EBCE procedures for enlistment and analysis of sites were utilized to produce an organized array of available Resource Persons and Experience Site Learning Guides. The Resource Persons were categorized according to which Worker Trait Group (occupational cluster) their job fit.

Program Operating Structure

Students spend approximately one week in orientation upon entering EBCE. During that time they develop their initial career and academic programs. Specific career interests are related to possible site documents and an initial listing of desired placements is compiled. Likewise, student's requirements, basic skills, and interests are reviewed to establish an initial individualized learning program

for each student. The requirements of the students' programs are documented, projects (Activity Sheets) developed, and the students begin their placements. Each student has a personalized set of objectives and related projects. In addition, each student is placed on experience sites according to indicated career interest.

Students generally spend 4 days a week and from 2 to 13 weeks at each placement. Once a week the student is at the EBCE learning center working in individual conferences with his/her Learning Coordinator (LC) to update both academic and career programs.

The Site Placement

The placement of students on experience sites is based on individual assessment of student interest. The placement focuses on having the student in a natural or regular work setting--as opposed to an artificially created situation, such as a field trip. Students spend from 3 to 6 hours per day at the site involved in varying levels of activity, from observing to hands-on experience.

Program Maintenance/Evaluation

Students' programs (career and academic) are capable of being updated at any time. Each student's program is evaluated individually from projects to final grade. AEL/EBCE materials and procedures are used to insure complete documentation of each student's program for accountability. Student's projects (Activity Sheets) are developed as much as possible around student's experience site placements and other community resources.

Summary

The implementation of the model will insure that a complete and comprehensive model will be installed. This includes a complete operating AEL/EBCE instructional system with trained Learning Coordinators and Experience Site Analysts, all materials and processes as developed by AEL.

The program will be based on experiential learning, with students having documented career and academic experiences in the community. Each student will have a personalized program--both in career exploration and pursual of academics.

2.1.2 Curricular and Instructional Characteristics

The Portland School District utilized the strategies and methods developed by AEL to implement an EBCE which encompasses the characteristics described below.

In order to insure that students receive credit in academic subjects that contribute to the earning of a high school diploma, the Portland School District implemented the following procedures:

- The Portland School System used as a basic definition of course requirements the State and local graduation requirements--in terms of numbers of carnegie units and specific course titles.
- Students were able to take courses as defined by the AEL/EBCE model that allowed them to fulfill their graduation requirements.
- Each student has a personalized and individualized course of study developed that took into account student needs and interests as prescribed by the AEL model.

- Students received credit by negotiating and completing projects (Activity Sheets) based upon these needs and interests according to the AEL process.
- Each student received cumulative credit points which resulted in the awarding of a unit of credit as indicated by the AEL model.
- Students' projects were individually and cumulatively evaluated and semester and course grades assigned accordingly.

In order to implement the AEL/EBCE model, the Portland EBCE staff operated in a manner that:

- The student's needs, as well as interests, were determined (using AEL materials such as Basic Skill Inventories and Student Program Guides) and utilized to develop specific objectives for each student.
- The student's program was developed, maintained, and evaluated on an individual basis using AEL/EBCE materials and procedures (i.e., the Individual Program Management Form and Activity Sheet).
- The students were involved in negotiating projects to meet their objectives (e.g., using the AEL/EBCE inquiry model, the Introductory Guide to Activity Sheet Preparation, Student Program Guide, Cross-Reference Catalogs, Experience Site Learning Guides, and Activity Sheets).

2.1.3 Student Population

The Portland School District recognized the need to present to certain types of students a viable alternative to the existing school program. These students fell into two general categories for the most part: (1) the

student who was accelerated and completing an academic program in his/her third year of high school (or mid-way through the fourth year) and, therefore, going on to higher education or the world of work with little if any awareness of vocational/career goals; and (2) the student who was not achieving in the regular program and who may have needed an alternative or separate program other than the one generally prescribed.

The program staff recruited 25 students (18 seniors, 5 juniors, 2 sophomores) prior to the 1976-77 school year. All students were volunteers who entered the program with parental permission. The students were identified by the two EBCE staff members with extensive experience at Portland High School (the Director of Guidance and the Senior Guidance Counselor).

Twenty-two (22) new students were recruited for entry into the program at the beginning of the second semester. There were 12 seniors, 9 juniors, and 1 sophomore. Thus, the Portland EBCE program served 47 students during the course of the 1976-77 school year.

Of the original 25 students, 12 left the program at the end of the first semester. Five of these 12 graduated at that time and the other 7 remained in school. One student dropped out of the program prior to the end of the first semester. It should be noted here that the 7 students returning to the regular high school program did so for reasons <u>not</u> associated with perceived or actual deficiencies in the EBCE program. The reasons for leaving reflected either personal wishes (e.g., rejoin the school band so that they could go on an out-of-state band trip) or academic/career interests resulting from EBCE experiences (e.g., take a formal course that was offered only during one semester).

Of the 34 students enrolled during the second semester, only 2 failed to complete the semester. One of these students was hospitalized in May and the other encountered legal problems which precluded completion of the semester.

2.1.4 Staff

The Portland EBCE operated with a staff of five, as follows:

- Project Director
- Director of Site Development
- Learning Coordinators (2)
- Secretary

The Project Director was formerly Director of Guidance at Portland High School and the Director of Site Development had been a Senior Guidance Counselor at Portland High School. Both of these individuals attended training sessions at AEL in Charleston, West Virginia during November 1975. The two Learning Coordinators, both of whom hold Masters degrees in counseling, also attended AEL training sessions during the Summer and early Fall of 1976.

3.0 PROJECT OBJECTIVES AND EVALUATION APPROACH

The objectives of the Portland EBCE project fall into two categories: student outcome objectives and process objectives. This section will provide the various specific objectives included in each category and will describe the procedures used to assess the extent of accomplishment of each objective.

3.1.1 Student Outcome Objectives

1. Students will increase in basic skill areas, as measured by a standardized test, as much as a comparison group, or in terms of normative expectations.

   The CTBS Subtest 2 (Reading Comprehension) and Subtest 7 (Mathematics Concepts and Applications) were administered to 25 program participants and 25 non-program participants in September 1976. During the last week of January 1977, 10 of the program group were post-tested. This group was composed of graduating seniors or seniors returning to the regular school program for their final semester. Twenty-two (22) new students (both juniors and seniors) entered the program at the beginning of the second semester and were administered the same subtests of the CTBS. Post-testing of the new group, the full-year group, and the non-program group was conducted during June 1977.

2. Program participants will increase their knowledge of the world of work, career awareness skills, interests, and aptitudes in

relation to careers and will have positive attitudes toward career planning.

The Career Maturity Index (CMI) was administered to the EBCE students. The CMI is composed of an attitude scale and 5 competency tests:

Attitude Scale: This is a measure of the feelings, the subjectives reactions, the dispositions of the individual toward making a career choice and entering the world of work. Five attitudinal clusters are surveyed: (1) involvement in the career choice process; (2) orientation toward work; (3) independence in decision-making; (4) preference for career choice factors; and (5) conceptions of the career choice process.

Competency Test:

Part 1: Knowing Yourself (self appraisal)
This provides an inventory of a student's ability to assess facility in self-appraisal.

Part 2: Knowing About Jobs (occupational information)
This provides an inventory of the student's knowledge of the world of work.

Part 3: Choosing a Job (goal selection)
This provides an inventory of the student's orientation to the world of work and how to progress in it.

Part 4: Looking Ahead (planning)
This provides an inventory of the student's ability to plan his/her future in the world of work.

Part 5: What Should They Do? (problem solving)

This provides an inventory of students' abilities to solve problems which may confront them in pursuit of career goals.

3. Program participants will improve the life skills needed for transition into adulthood and will increase their motivation to learn.

Originally, two approaches were considered to evaluate the achievement of this objective--interviews and a self-report questionnaire. The self-report questionnaire approach was dropped because it was felt that paper-and-pencil items were inadequate to meet the evaluation requirements. Consequently, interviews were conducted with approximately 50 percent of the EBCE students to determine their perceptions of the skill increases and to identify specific actions and/or decisions on their part which reflect skill improvement.

4. Students will have a positive attitude toward the program and a positive assessment of their progress.

The evaluation methodology used to assess this objective was the same used for objective 3 above.

5. Students will improve their ability to make career decisions.

In addition to student and staff interviews, student records were examined to assess this objective.

6. Students will be less inclined to drop out of school.

   The number of EBCE students that dropped out of school was used as the criterion measure.

3.1.2 Process Objectives

The process objectives are listed below, followed by a discussion of the evaluation approach:

1. All students will be offered an integrated, interdisciplinary curriculum.
2. All students who satisfactorily complete the program will be awarded the academic credit necessary for graduation.
3. Each student will have his total program coordinated and primarily guided by a single staff member.
4. Each student will have access to a professional guidance and counseling staff member.
5. All learning procedures, goals, and resources are integrated into a single, coordinated instructional system.
6. Students will have a sequence of learning activities, in a variety of modes, tailored to his individual goals, needs, abilities, and interests.

7. Students will be provided the opportunity for effective learning at a variety of experience sites commensurate with their career, academic, and personal needs and interests.

8. Staff-external resources (parents, resource persons) will be participants in evaluation, student assessment, instructional planning, etc. and will have positive attitudes toward the program.

These objectives were evaluated using three data collection approaches: (1) document review and direct observation; (2) interviews with students, staff, and resource persons; and (3) opinion and attitude questionnaires administered to parents and resource persons. The third-party evaluator was on site monthly (beginning in October 1976) for periods of 2-3 days. The data collection took place during these visits. Student records were examined (e.g., Activity Sheets, Student Career Guides, etc.) and students and staff were observed in all phases of program operation (e.g., at employer sites, at the Learning Center, during counseling sessions, at advisory committee meetings, etc.). Copies of the survey questions used with the parents and the resource persons are provided in the Appendix to this report. This Appendix also provides a breakdown of the responses made by these two groups.

In addition to the process objectives cited above, the Portland EBCE project established goals relating to the elimination of sex bias and sex-role stereotyping. These goals can be summarized as follows:

1. A minimum of 10 percent of EBCE students will be placed in non-traditional job roles.

2. Students will be provided learning activities and experiences relating to the issue of sex bias in career.
3. Persons in the community who function in non-traditional roles will be identified and tapped as resource persons.
4. Student recruitment and admission will be the same for members of both sexes.

4.0 FINDINGS AND CONCLUSIONS

This section presents the results for each objective cited in Section 3.0.

4.1.1 Student Outcome Objectives

1. Students will increase in basic skills as measured by the CTBS as much as a comparison group, or in terms of normative expectations.

Outcome Status

Both pre-test and post-test data were available on the following numbers of students, by group and by subtest score:

Group	Reading	Math Concept	Math Application
Non-Program	15	15	15
Total EBCE	39	38	38
Full-Year EBCE	10	9	9
One-Semester ECBE	29	29	29

Pre-test, post-test, and gain scores, expressed in grade equivalents, are shown below for each group for each subtest score.

Reading Comprehension

Group	Pre-test	Post-test	Gain
Non-Program	10.9	11.2	0.3
Total EBCE	11.7	11.9	0.2
Full-Year ECBE	11.1	10.9	-0.2
One-Semester ECBE	11.8	12.1	0.3

Mathematics Concepts

Group	Pre-test	Post-test	Gain
Non-Program	11.1	11.3	0.2
Total EBCE	10.3	11.1	0.8
Full-Year ECBE	8.3	9.8	1.5
One-Semester ECBE	10.9	11.5	0.6

Mathematics Application

Group	Pre-test	Post-test	Gain
Non-Program	11.5	11.0	-0.5
Total EBCE	10.5	11.0	0.5
Full-Year EBCE	9.6	10.8	1.2
One-Semester EBCE	10.7	11.0	0.3

Due to the small sample sizes, tests of statistical differences between the means of the various groups are not feasible. However, conservative conclusions drawn from inspection of these data would indicate the following:

- Reading Comprehension. There are no differences between the performance of the EBCE group and the non-program group.
- Math Concepts. The total EBCE group and the various sub-groups increased in this skill at a rate greater than the non-program group.

- Math Applications. The total EBCE group and the various subgroups increased in this skill at a rate greater than the non-program group.

Conclusion

The EBCE students increased in basic skill areas as much as a comparison group. Thus, this objective was achieved.

2. Program participants will increase their knowledge of the world of work, career awareness skills, interests and aptitudes in relation to careers and will have positive attitudes toward career planning.

Outcome Status

The Career Maturity Index (CMI) was administered to the EBCE students. The CMI is composed of an attitude scale and 5 competency tests as described below.

Attitude Scale. This is a measure of the feelings, the subjective reactions, the dispositions of the individual toward making a career choice and entering the world of work. Five attitudinal clusters are surveyed: involvement in the career choice process; orientation toward work; independence in decision-making; preference for career choice factors; and conceptions of the career choice process.

Competency Test.

Part 1: Knowing Yourself (self appraisal)

This provides an inventory of a student's ability to assess facility in self-appraisal.

Part 2: Knowing About Jobs (occupational information)

This provides an inventory of the student's knowledge of the world of work.

Part 3: Choosing A Job (goal selection)

This provides an inventory of the student's orientation to the world of work and how to progress in it.

Part 4: Looking Ahead (planning)

This provides an inventory of the student's ability to plan for his/her future in the world of work.

Part 5: What Should They Do (problem solving)

This provides an inventory of the student's ability to solve problems which may confront him in pusuit of his career goals.

The attitude scale and competency tests 2, 3, and 4 seem to be most directly related to this objective. The EBCE students showed percentile increases in these measures as follows:

	Pre-test	Post-test	Gain
Attitude Scale	43.1	62.1	19.0
Competency 2	64.6	66.5	1.9
Competency 3	51.4	52.5	1.1
Competency 4	61.4	69.6	3.2

These data show a marked gain in the one measure that is considered most critical in terms of assessing the achievement of the objective--the Attitude Scale. Slight increases were found in the other three measures. It should be noted that the Attitude Scale is the most stable and reliable of the measures embodied in the CMI. From a purely instrument-construction standpoint, its greater length (50 items as compared to 20 in each of the competency tests) provides the opportunity for better item sampling.

Conclusions

Based on CMI test results, the EBCE program students increased their knowledge in the areas specified. Although the Competency Tests show a marginal increase, the Attitude Scale shows a marked increase.

3. Program participants will improve the life skills needed for transition into adulthood and will increase their motivation to learn.

Outcome Status

Originally two approaches were considered to evaluate the achievement of this objective--interviews and a self-report questionnaire. The self-report questionnaire approach was dropped

because it was felt that paper-and-pencil items were inadequate to meet the evaluation requirements. Consequently, interviews were conducted with approximately fifty percent of the EBCE students to determine their perceptions of the skill increases and to identify specific actions and/or decisions, on their part, which reflect skill improvement.

The information acquired through these interviews reveals the following:

- The overwhelming majority of interviewees reported that their ability to deal with people outside of a school environment had improved. This was particularly true of students whose self-report (supported by their learning coordinators) revealed that they were reticent, shy, and/or immature vis a vis their interactions with adults prior to their EBCE experiences.
- The students felt that their behavior was more "responsible." The opportunity to plan their activities, in terms of their needs and interests, established a "commitment" set in the vast majority of cases. The evidence that supports this perception is to be found in the fact that most students satisfied the point/credit requirements of their academic plans. In addition, numerous students stated that their parents felt that the behavior they displayed at home was more "responsible."
- The career plans revealed by the students reflected realistic decision processes.

- There was clear and overt recognition by the students of the needs and benefits associated with furthering their education and training. Future plans as well as current learning activities reflected this motivation.
- The depth of knowledge they displayed regarding the functions, activities, products/services, and problems associated with experience sites indicated that they were highly motivated to learn. Of course, not all experience sites generated such behavior; some were more interesting than others. However, on the average, three-fourths of the placements were positive, motivating experiences.

Conclusion

The interview data reported above clearly demonstrates that this objective was achieved by the vast majority of students.

4. Program participants will have a positive attitude toward the program and a positive assessment of their progress.

Outcome Status

Using the same interviews that were referenced above (see Student Outcome Objective #3), the following was learned:

- Every student interviewed stated, unequivocally, that the EBCE program was the best experience of his/her high school career.

- Those students leaving the program to return to the regular program stated that they were doing this not because of negative attitudes toward EBCE. The reasons for leaving reflected either personal wishes (e.g., rejoin the band during the second semester so that they might go on an out-of-state band trip) or academic (career interests resulting from EBCE experiences; e.g., take an accounting course during the first semester of 1977-78 and graduate in January 1978).
- The students that were graduating all said that they would have returned to the program were it not for graduation.
- All students interviewed said that their academic achievement was in excess of what they thought it would have been had they not enrolled in the program. Similarly, they felt that they worked harder on academics in EBCE than they would have normally. Interestingly enough, they had not expected this (some saying that they had expected an easier time of it).
- The satisfaction with progress in career planning was almost universal. The majority of students had little or no idea concerning their future. These students indicated that the program had helped them make decisions about the future and this type or area of personal progress was most important to them.

In addition to the interviews, another indication of positive student attitude can be found in the number of students opting for

the program during 1977-78. It is clearly evident that the current enrollees have "spread the word" to their friends.

Conclusion

All available information indicates that the program participants have a positive attitude toward the program and a positive assessment of their progress.

5. Students will improve their ability to make career decisions.

Outcome Status

In addition to the affective indices related to this objective (see CMI data on Student Outcome Objective #2 and student interview data on Student Outcome Objectives #3 and #4), other data sources (e.g., Student Career Guides, requests for placements, review of student records with the Learning Coordinator, etc.) reveal the following:

- Twenty-three (23) students entered the program with a career goal and refined that goal toward a specific interest.
- Thirty-four (34) students have identified a particular career and have, or will, continue in this area.
- Thirteen (13) students have found that a particular, previously held interest that suggested career possibilities was not to their liking.
- Eight (8) students have returned to the traditional classroom to gain academic skills needed to pursue a particular career area.

Conclusion

These data suggest that the majority of program participants have achieved this objective. This holds for students who entered the program with a goal or interest in mind, as well as for students entering with little or no career aspirations.

6. Students will be less inclined to drop out of school.

Outcome Status

Forty-five of the 47 students enrolled in the program remained in school. One student dropped the program but remained in school. The two students that dropped out did so for reasons not associated with the program. One student was hospitalized and the other had problems with the law (in an incident not associated with program activities). Therefore, there were no school drop-outs as defined by the general use of this term.

Conclusion

This objective was achieved, totally.

4.1.2 Process Objectives

1. All students will be offered an integrated, interdisciplinary curriculum.

Outcome Status

Students' academic and site placement programs were developed jointly by the students and their Learning Coordinator. Using AEL-developed instruments and previous school records, programs were developed that integrated need (e.g., credit requirements)

and interests. Site activities, in addition to providing the opportunity for earning Career Planning credit, were used as vehicles for earning academic credits. The Activity Sheets developed by the student and the Learning Coordinator provided the opportunity to demonstrate performance and learning at both the experience site and at the learning center.

To demonstrate the interdisciplinary nature of the curriculum offerings, the number of single-semester credits earned by students for the various disciplines is shown below:

English - 59

History/Social Studies - 64

Mathematics - 12

Science - 4

Business - 3

Miscellaneous - 10

The miscellaneous category includes subjects such as Health, Home Management, Leadership, and Philosophy. Of course, all students earned Career Planning credit each semester they were enrolled.

Conclusion

This objective was achieved.

2. All students who satisfactorily complete the program will be awarded the academic credit necessary for graduation.

Outcome Status

The students' academic activities are determined by their academic requirements. Within that context individual programs have been designed that reflect student interests. The Portland EBCE staff is using the procedures and materials provided by AEL (e.g., Cross Reference Catalogs) in counseling the students in terms of academic activities. It should be noted that students spent 80 percent of their time on-site. Academic credit is awarded by means of an activity point system. That is, the various learning activities (both on-site and in the learning center) are assigned point values which are earned through successful completion of the objectives as specified on the Activity Sheets.

The reader is referred to the information presented above (see Process Objective #1) for a display of the semester course credit earnings across disciplines.

Only one student (of the 44 that stayed in the program) failed to be awarded academic credits for the individually designed programs. That student failed in three subjects. In addition, all students who were scheduled to graduate (in either January or June), earned academic credits sufficient for graduation.

Conclusion

The objective was achieved.

3. Each student will have his total program coordinated and primarily guided by a single staff member.

4. Each student will have access to a professional guidance and counseling staff member.

Outcome Status

The findings on these two objectives have been combined because the two Learning Coordinators who dealt with the students both had advanced degrees in Guidance and Counseling. In addition, both the Project Director and the Director of Site Development had advanced degrees in this area.

With regard to Objective 3, the students were assigned (or selected) one of the two Learning Coordinators. This LC had primary responsibility for coordinating the students' program. This involved: (1) developing both the academic and site placement programs (in conjunction with the student); (2) developing the Activity Sheets; (3) visiting the sites on a regular basis (i.e., on the average of 2 visits per 3-week placement, or as needed); (4) evaluating student performance and counseling during the students' one "in-house" day each week, at a minimum; and (5) coordinating with the Director of Site Development with respect to student site placement needs.

The students were assigned in equal numbers to the two LC's. In the event that an LC was absent, the documentation of student activity was so maintained that one of the other professionals could easily substitute. Each of the professional staff became

sufficiently knowledgeable about each student to allow this substitution to occur without detriment to the student.

Conclusion

Both of these objectives were achieved.

5. All learning procedures, goals, and resources are integrated into a single, coordinated instructional system.
6. Students will have a sequence of learning activities, in a variety of modes, tailored to their individual goals, needs, abilities and interests.

Outcome Status

Because of their close relationship, the findings pertaining to these two objectives have been combined.

The instructional system used by the Portland EBCE program represented a high-fidelity replication of the model developed by AEL. All aspects of this model, which had been field-tested over several years, were implemented. This includes the goals, procedures, and resources. If anything, Portland augmented these elements without in any way distorting their basic rationale, contents, or processes. All documents and forms (e.g., Student Career Guides, Activity Sheets, Cross-Reference Catalogs) were applied as specified by AEL. This high degree of fidelity is thought to be attributable to two factors: (1) the high quality, both cognitively and affectively, of the Portland EBCE staff; and (2) the excellent training and technical assistance provided by the AEL staff.

Using the coordinated instructional system alluded to above, student learning activities were developed that satisfied all parameters of Objective 6 (i.e., multi-modal and personalized). Individual needs were prioritized initially on the basis of academic requirements. These needs were co-mingled with the results of the self-perception instruments (e.g., school subject and job), basic skills screening instruments, and expressed career and non-career interests to develop both academic and career planning programs. These programs were "contracted" between the student and the LC.

Conclusion

Both of these objectives were achieved.

7. Students will be provided the opportunity for effective learning at a variety of experience sites commensurate with their career, academic, and personal needs and interests.

Outcome Status

As of June 1977, 68 experience sites had been developed which allow students to perform in and observe work environments. These sites contain 170 resource persons who have worked directly with students. Learning Guides have been developed for each of the 68 sites in terms of activity and learning potential for students. A list of the experience sites is provided in Appendix C.

The number of sites and resource persons were more than adequate to accommodate the needs of all EBCE students. Full-year students have averaged between 8-10 site placements;

one-semester students have had five or six placements. Although the average duration of a placement is three weeks, some students, particularly those who were enrolled both semesters, have returned to a site for additional weeks (up to six or seven).

During the summer, the program staff expects to increase the number of experience sites to 95. They anticipate that this would increase the number of Resource Persons (RP) to 230.

Conclusion

This objective was achieved beyond any question. However, if the program is to expand to more than 40 students, additional sites beyond the Portland-Middletown area would be desirable. The program has taken steps in this direction and has also taken steps to expand its transportation capabilities.

8. Staff external resources (resource persons, parents) will be participants in evaluation, student assessment, and instructional planning and will have positive attitudes toward the program.

Outcome Status

Survey instruments were developed for both parents and resource persons. These instruments were modifications of instruments developed by the Appalachia Education Laboratory (developers of the EBCE model being implemented by the Portland School System). These instruments were administered during the Spring.

Parent Survey. Fifty-six (56) percent of the parents surveyed (25 of 45) returned a completed survey form. The survey consisted of: (1) 13 items presented on a 5-point scale (e.g., definitely no to definitely yes; poor to excellent; almost never to frequently; much worse to much better); (2) 3 multiple choice items; and (3) 4 open-ended items. Appendix A provides a detailed breakdown of the responses made by the parents to each question.

A review of parental responses clearly demonstrated that the parents have a positive attitude toward the program. By way of example:

- 84 percent would want their children to participate again.
- 60 percent felt that the EBCE was "much better" than past school experiences, without a single parent saying that it was worse.
- 88 percent said that EBCE gave the students more opportunity to learn about occupations, as compared with regular school.
- 60 percent felt that their children were "much more" motivated to learn, in comparison to regular school. Not a single parent said "much less" or "less."

The one area which revealed some program weakness relates to parent/staff communication (see item #9 in Appendix A). The EBCE staff is aware of this problem and has made plans to correct the situation next year.

Resource Person Survey. Forty-eight (48) percent of the resource persons (RP) surveyed (43 of 90) responded. Appendix B provides the questions asked and displays the responses of the RP's.

The majority of items on the RP Survey were concerned with operational issues (e.g., time spent with students, types of activities, impact on other employees, etc.). There were two items that related primarily to RP attitudes. The results from these two items indicate that the RP's attitude toward the program is positive. The items and the responses to them follow:

Item 16: "To what extent are you willing to work with student's next year?" The responses were obtained on a five-point scale ranging from (1) "not at all" to (5) "completely." The response distribution was:

(1) - 3

(2) - 4

(3) - 13

(4) - 12

(5) - 10

Thus, only 16% of the responses were at the negative end of the continuum while 52% were at the positive end of the continuum.

Item 17: "Do you plan to continue participating in the EBCE program?

yes - 30

no - 0

don't know - 9

The major complaint voiced by the RP's involved feedback concerning student follow-up and feedback concerning their (the RP's) effectiveness. Thus, there seems to be a program weakness in the area of staff/RP communication. A similar problem was noted with respect to staff/parent communications.

Based on interviews with RP's and students and the responses to items in the RP survey (see Appendix B, items #5 and #13), it would appear that the orientation and training provided to RP's has been adequate. In addition, the Student Evaluation Form which is completed by the RP provided documentation regarding the manner in which RP's are interacting with students.

Conclusion

In general, both parents and resource persons have a positive attitude toward the program. However, there does seem to be a need for improving communications with both of these groups.

4.1.3 Elimination of Sex Bias Objectives

1. A minimum of 10 percent of EBCE students will be placed in non-traditional job roles.

The following non-traditional placements occurred:

Female (2 placements)

Placed in the engineering department of the Connecticut Valley Hospital. Engaged in a variety of maintenance activities such as plumbing and carpentry.

Placed in the drafting department of a manufacturing company.

Female (2 placements)

Auto repair placements in a garage and service station.

Male (2 placements)

Placed in both a day care center and a child care center.

Female

Placed in auto repair at a garage.

Female

Placed with a photographer that worked in both artistic photography and specialized photography (e.g., aerial survey).

In addition to these, 6 females were placed at the Middletown Police Department where they worked in all areas, not just traditional ones such as "records." The experience included departments such as Traffic, Youth, and Community Relations.

From the above, it can be said that this goal was achieved. It must be remembered, however, that students were not forced to take non-traditional placements. The opportunities were available but the decision was made by the student.

2. Students will be provided learning activities relating to the issue of sex bias in careers.

All students completed an Activity Sheet (that is, had a learning activity) related to sex-role stereotyping. This activity was associated with a section of the Student Career Guide entitled "Men, Women and Jobs."

3. Persons in the community who function in non-traditional roles will be identified and tapped as resource persons.

In considering this goal, one should keep in mind the nature of the community involved. In a large metropolitan community, the availability of such persons is greater than in a small community such as Portland. With this in mind, the following RP's were involved:

- A male in charge of a child care center.
- A female who was the first Selectwoman ever elected in the town of Portland.
- A female who was the manager of a data processing operation.

4. Student recruitment and admission will be the same for members of both sexes.

Seventy (70) percent of the EBCE students were females. This is slightly in excess of the percentage of females enrolled at Portland High School. The reason for the preponderance of females is that many of the potential male students living in Portland attend a regional technical high school.

Both in terms of effort and performance, the Portland EBCE program has avoided sex bias in its operations. This is the case in terms of site placements as well as in the counseling received by the students (female and male).

4.2.1 Other Formative Findings

In addition to the findings directly related to the student outcome and process objectives, there were other aspects of the Portland program that require comment.

1. Dissemination Activities

One of the goals of the project is to become a training center for other interested districts. The first step in this process is information dissemination.

Project information consisted of explanation and demonstration regarding the concept, goals, process, and content of the Portland EBCE program. Various types of written materials were developed by the staff. These included small fold-out brochures as well as a comprehensive 19-page booklet that described, both verbally and graphically, the various program components and their interrelationships. In addition, a professionally produced slide-tape presentation was developed.

Through use of these materials, as well as through personal contacts, the EBCE staff hosted 19 on-site visitations by educators from various school systems and educational agencies in Connecticut. These visits provided the observers with direct

knowledge of program operations. The visitors not only observed the in-house activities but also had the opportunity to visit experience sites and meet and speak with resource persons. In addition, the EBCE staff conducted 9 workshops at various locations in Connecticut (e.g., colleges, regional educational agencies, etc.).

2. Counseling and Guidance

Another goal of the project is to utilize the concepts inherent in the EBCE model as change agents for school-wide programs. This is being accomplished through the inclusion of EBCE concepts and processes in Portland High School's Freshman Forum Program.

The Freshman Forum Program is a 9-week program in which all freshmen meet weekly with administrators and guidance personnel to discuss issues relating to school and their opportunities in it. For the 1977-78 academic year, EBCE staff members will participate in this program and introduce the concepts of EBCE. They will also apply some of the procedures and processes of EBCE (e.g., Subject Checklist, Work Activities Checklist). A tentative schedule of Freshman Forum activities is provided in Appendix D which demonstrates the impact of EBCE on school-wide guidance activities. The use of EBCE concepts and processes in this manner must be considered a significant and substantial achievement.

3. Transportation

Resources for transporting students to and from experience sites were barely adequate this year. Although no students were deprived of opportunities, the adequacy was maintained by the efforts of the entire staff serving as transporters.

Given the anticipated program population growth (from 32 at any one time to more than 70), the professional staff must be relieved of some of this responsibility. It is understood that the project intends to acquire a van to solve this problem. This is absolutely essential.

5.0 RECOMMENDATIONS

Before discussing specific recommendations, it must be stated at the outset that the first-year operation of the Portland EBCE program can be considered a success. In terms of student outcomes, process objectives, and other structural goals (e.g., impact on other school programs), success was attained.

In order to assure that a high-fidelity replication of the AEL model be sustained, there are three areas that require special attention:

1. Communication/Feedback with RP's and Parents

   The overall attitudinal response from these two groups was extremely positive and their behavioral intentions clearly indicate the need for continuation. However, failure to respond to their desire and need for more and better feedback on the activities (particularly the RP's) and student outcomes (both groups) could result in a diminution of interest that would be disastrous. Steps must be taken to alleviate this problem.

2. Staff Management

   It is noted that three new Learning Coordinators have been hired for the 1977-78 school year. It is commendable that all three were drawn from the current faculty.

   The staff expansion was needed because of program population growth (doubled). It is felt that operational complexities will increase at a disproportional rate. This projected increase in complexity, coupled with the presence of three new LC's, suggests the need for more formal management control on the part of the Project Director.

This control is needed for two reasons. First (and most important), to insure the high quality of service delivery attained this year. The second reason relates to dissemination and training goals that are part of the project's three-year plan. It will be necessary for the Project Director to know exactly who is doing what, where they are doing it, when they are doing it, and how long it takes to do it. This type of management information is critical for both operational and training/technical assistance decisions.

It is recommended, therefore, that consideration be given during the second year for the development and implementation of such a management approach.

3. Transportation

Comment has already been made (see Section 4.2.1) regarding the transportation issue. The increase in student population will necessitate an increase in the number of experience sites. This means that site development will take place in communities more remote from Portland (e.g., Hartford, East Hartford, West Hartford, etc.). This makes the improvement of transportation resources a priority issue which must be addressed immediately.

6.0 SUMMARY OF IMPACT AND IMPLICATIONS

6.1.1 Impact

The Portland Board of Education identified a local need that has been recognized by educators as being epidemic at the national level. Specifically, there is a need to provide students with alternative secondary programs. Standard or traditional programs, for whatever reasons, have often been found to be counter-productive for certain segments of the high school population. These populations, for the most part, cannot be differentiated from their student cohorts on the basis of ability or aptitude. One aspect of difference between these populations that seems to have both rational and empirical bases involves the concept of motivation.

The Portland Board of Education believed that the AEL/EBCE program contained both the processes and content needed to address this motivational need and, at the same time, provide comprehensive learning opportunities that satisfy traditional educational standards. Also, it was felt that this program would have concurrent effects on the local educational agency and on the community.

1. Local Impact

   The outcomes discussed in the previous sections regarding student, parent, resource person, and teacher objectives seem to demonstrate that the desired positive impact has been realized. The student response to the program in terms of academic achievements, motivation, and personal growth is reflected in both the quality and quantity of their performance. One need only speak with these young people to obtain clear evidence of the impact

of their EBCE experience. Recognizing that lasting effects (or impact) can only be determined by means of longitudinal follow-up, the determination of immediate impact must be based on concurrent behaviors and perceptions (of both students and observers). These data (behavioral and perceptual) are clear. The students were motivated, as evidenced by the work they accomplished and the attitudes they revealed regarding their experiences in the community.

The impact on parents and resource persons is also positive (see Parental Opinion Questionnaire Summary and Resource Person Questionnaire Summary). The willingness of parents to have their children interact with a program such as EBCE is reflected in the projected growth of the project. There were more students opting for the program than there were slots available at the beginning of the second semester. The same seems to be true for the second year of operation. All of these students have obtained parental consent.

The EBCE program also has had an impact on the Portland Public School System (PPSS). The PPSS has recognized the potential value of the concepts, processes, and content embodied in EBCE. This recognition stems from the success (achievement of program goals and objectives) of this year's activities. Consequently, PPSS currently is engaged in activities which will allow these elements (i.e., concepts, content, etc.) to be implemented earlier in a student's career (i.e., middle school and elementary school).

2. Other Impact

The program has had a positive impact on the general community in that it brought the educational establishment and the community closer together. It provided the community (as represented by the experience sites, resource persons, and Advisory Council) a better understanding of the problems of both young people and educators. The acquisition of this understanding was dependent upon the active involvement of the community in the educational process. They have become more active stakeholders rather than passive observers.

6.1.2 Implications of This Project

The Portland EBCE project provides an exemplary demonstration to all educators and, more importantly, to interested community stakeholders that:

1. Alternative secondary programs (that are not dumping grounds) are viable and feasible.
2. The educational establishment and the community can work together harmoniously, efficiently, and effectively in the delivery of services.
3. Organizable, controllable learning environments are not restricted to traditional school settings.
4. The development and conservation of human resources requires that attention be paid to individual needs, interests, and abilities.

The impact of this project on the field of education can be considered along two dimensions--operational and conceptual. Operationally,

the Portland EBCE program provides unequivocal evidence that a system (i.e., the Appalachia Educational Laboratory's EBCE model), developed and tested under somewhat less than real world conditions, can be transported successfully to a new environment. This success should dissuade those who feel that educational innovation and change can be initiated only at local levels. In summary, it points to the need for supporting developmental activities at other than local levels.

Conceptually, the success of this project strongly suggests the need for the translation and transference of the concepts embodied in the secondary level EBCE program to other learning environments. With proper modifications that take into account developmental levels (i.e., maturity of various age levels) and legal strictures, the basic elements of the EBCE program can be introduced into the educational process at an earlier time than senior high school.

APPENDIX A

PARENT OPINION QUESTIONNAIRE SUMMARY

PARENT OPINION QUESTIONAIRE SUMMARY

I. 45 questionaires sent out; 25 returned- 56% return

II. Question Summary

1. How well does the EBCE program compare overall with the past school experiences of your child?

The scale was from 1(Much worse) to 5(Much better)
Breakdown of 25 responses
0-1
0-2
3-3
7-4
15-5

Range was from 3 to 5 with 60% of responses being 5(much better)

2. If you had to di it over again, would you want you child to participate in EBCE?

The scale was from 1(Definitely No) to 5(definitely Yes)
Breakdown of 25 responses
1-1
0-2
1-3
2-4
21-5

Range was from 1 to5 with 84% of responses being definitely YES

3. How well do you think your child likes EBCE compared with past school experiences?

The scale was from 1(Much less) to 5(Much more)
Breakdown of 25 responses
0-1
0-2
2-3
5-4
18-5

Range was from 3 to 5 with 72% of responses being much better.

4. Have you received enough information about your child's progress in EBCE?

The scale was from 1(Definitely No) to 5(Definitely Yes)
The Breakdown of the 24 responses
0-1
0-2
3-3
10-4
11-5

Range of responses was from 3 to 5 with 46% of answers being Definitely YES.

5. How much opportunity does EBCE give your child to learn about occupations compared with regular school?

The scale was from 1(Much less) to 5(Much more)
Breakdown of 24 responses
0-1
0-2
0-3
3-4
21-5

Range of responses from 4 to5 with 88% of answers being 5(much more)

6.What effect has EBCE had on helping your child from career plans?

The scale was from 1(Definitelt Bad) to 5(definitely Good)
Breakdown of 24 responses
0-1
0-2
5-3
7-4
12-5

Range was from 3 to 5 with 50% of answers being 5(Definitely Good)

7.In comparison with past experiences in regular school, how motivated is your child to learn in EBCE?

The scale was from 1(Much less) to 5(Much More)
Breakdown of 25 responses
0-1
0-2
3-3
7-4
15-5

Range of responses was from 3 to 5 with 60% of answers being 5(Much More)

8.How often does your child talk to you about what's going on in EBCE?

The scale was from 1(Almost never) to 5(Alomost daily)
Breakdown of 25 responses
0-1
0-2
3-3
9-4
13-5

Range of responses was from 3 to 5 with 52% of answers being 5(Almost Daily)

9.About how often have you had any contact with any EBCE staff members?

The scale was from 1(Almost never) to 5(Very frequently)
Breakdown of 24 responses
5-1
4-2
11-3
2-4
2-5

Range of responses was from 1 to5 with 46% of answers 3(Moderate contact). Only 8% of answers showed very frequent contact.

10.How would you rate the general quality of EBCE staff?

The scale was from 1(Poor) to 5(Excellant).
Breakdown of 24 responses
0-1
0-2
3-3
8-4
13-5

Range from 3 to 5 with 54% of responses being 5(Excellant)

11.How would you rate the business or community resources available in the EBCE program?

The scale was from 1(Poor) to 5(Excellant)

Breakdown of 25 responses	
0-1	Range was from 2 to 5 with 40% of responses being 5(Excellant) and 44% being 4(Good).
1-2	
3-3	
11-4	
10-5	

12.How would you rate your overall relationship with the staff of EBCE?

The scale was from 1(Poor) to 5(Excellant)

Breakdown of 21 responses	
0-1	Range of responses was from 2 to5 with 33% being 5(Excellant) and 38% being 4(Good)
1-2	
5-3	
8-4	
7-5	

13.How would rate the enthusiasm of the EBCE staff?
The scale was from 1(Poor) to 5(Excellant)

Breakdown of 22 responses	
0-1	Range was from 3 to 6 with 73% of answers being 5(Excellant)
0-2	
1-3	
5-4	
16-5	

14.What do you think of the occupational plans of your child?

25 responses	Frequency of Ans.	% to Total
a.There aren't any firm plans yet.	12	48%
b.The plans should be changed.	0	
c.The plans seem good.	12	48%
d.We haven't discussed them yet.	1	

15.What do you think your child will be doing a year after high school?

26 responses to this question.	Frequency of Ans.	% to Total
a.Working	11	48%
b.Attending college	13	50%
c.Going to business or trade school	1	4%
d.Military	0	
e.Other	1	4%

16. How did you first hear about EBCE?
There were 27 responses to this question.

Breakdown of responses	Frequency of answer	% to Total Ans.
From my child	11	41%
From EBCE staff	6	22%
From other students	5	19%
From the newspapers	4	15%
From the Superintendent	1	4%

17.What positive changes have you noticed in your child that might be a result of participation in EBCE?

There was a total of 42 responses.

Breakdown of responses

	Frequency of Answer	% to Total ANSW
Enthusiasm	8	19%
Enhanced interest in learning	7	17%
Motivation	5	12%
Interest in planning and discussing career objectives	5	12%
More Self-confidence	5	12%
More responsibility	4	10%
Self-Awareness	3	7%
Gotten career direction	2	5%
More verbal	1	
Better attendence	1	
Finishing School	1	
Decided to attend college	1	
Happier	1	
Has more understanding of work situation	1	
More relaxed due to lessened pressure of tests and daily homework	1	
Feels challenged	1	
Enjoys novelty	1	
Benefitted from being exposed to others	1	

18.What negative changes have you noticed in your child that might be a result of participation in EBCE?

There were 4 responses to this question from 2 questionaires

Breakdown of responses

	Frequency of Answer	% to Total Quest
Negative attitude to parents	1	
Unrealistic career goals	1	8%
Student not responsible	1	
Slowing of academic process	1	

19.What do you think are the greatest strengths of the EBCE program?

There were 49 responses to this question.

Breakdown of responses

	Frequency of Answer	% to Total Answ
Job exposure and career awareness	17	35%
Builds social skills	6	
Good alternative to classroom	5	
Builds responsibility	5	
One-to-one relationship	5	
Learning Coordinator	5	
Students complete academic assignmemts	4	
Gives students hands-on experience	3	
Community Involvement	2	
Students' interests well matched to sites	1	
Good supervision	1	
Builds a sense of direction	1	

20.What do you think are the greatest weaknesses of the EBCE program?

There were 22 responses to this question.
Breakdown of responses:

	Frequency of Answer	% to Total Ans.
Limited number of sites	5	23%
Transportation	4	18%
Sites demand too much of students	3	
Placements of 3 wks. too short	2	
Insufficient supervision	2	
Loss of contact with school	1	
Objection to testing	1	
Not academically challenging	1	
No advanced academics available	1	
Make better arrangements for RP's absence.	1	

III. It is interested to note that of the 13 questions which were arranged in a negative to positive scale; EBCE was rated overwhelming positive on 12 of these 13 areas.The less than superlative area was in parent/staff communication.

APPENDIX B

RESOURCE PERSON QUESTIONNAIRE SUMMARY

RESOURCE PERSON QUESTIONAIRE SUMMARY

I. 90 questionaires sent out; 43 returned- 48% return

II. QUESTION SUMMARY

1. When the student is at your site, approximately how many man hours per week do you send with a student?

Range of 2 to 35 hrs. per week Mean of 17 hrs. per week

2. Do you provide supportive services to students when they are at your site; that is, talk about job opportunities, personal problem counseling, task evaluation, academic tutoring, direct supervisinn of student's tasks?

Of 41 questionaires which answered this question, there were 189-YES and 95 NO. 2:1 ratio of Yes to No

3. How much time do students spend on each of the following?

	Great Deal	Often	Seldom	Total Ans.	%
Observing	10	18	4	32	50% Often
Reseraching	3	10	28	41	68% Seld.
Actively performing	26	10	7	43	60% Gr. D
Talking with R.P.	8	28	6	42	67% Often
Talking with other staff	10	26	6	43	62% Often
Individual Study	10	9	32	41	78% Seld.

4. How did you become involved with EBCE?

This question got a total of 50 responses with some R.P.s checking two or more sources. The breakdown of the answers is as follows:

33 - EBCE Personnel; 66% Of total responses

14 - Company Personnel

2 - Student

1 - Another Employer

5. Did the EBCE staff provide you with enough information?

40 -YES 4 -NO 91% of 44 responses were POSITIVE

6. Would you recommend this program to another business?

43 -YES 0 -NO 100% POSITIVE

7. To what extent has the EBCE program had an impact on the following ?

	Total Ans.		Amt. of Impact	Value of Impac
a. Qualify of employees work	Imp. 39	Val. 24	56% -None	54% -Good
b. Amount of employees work	39	18	56% -None	56% -Good
c. Company hiring practices	39	14	72% -None	71% -Don't Know
d. Company training practices	38	21	61% -None	48% -Good

8. Would you rate the interest of the EBCE students in your site. The scale was from 1(definitely no) to 5(definitely yes).

Breakdown of 45 responses

6-1
2-2
9-3
15-4
13-5

Range of answers from 1 to 5 with 33% of responses being Yes.

9. How have your employees reacted to the EBCE program?

25-Positive
11-Mixed
2-No reaction
2-Don't Know

63% of 40 total responses were positive.

10. In what ways have your employees benefitted from EBCE?

20-Increased awareness of youth
9-Increased interest in their own work
7-No benefit
7-Reduced work
7-Don't Know
2-Motivated

38% of 52 responses reported increased awareness of youth.

11. Do you receive adequate feedback about what happens after a student leaves you site?

The scale was from 1(Never) to 5(Always)

Breakdown of 41 responses

20-1
8-2
8-3
4-4
1-5

Range of answers from 1 to 5 with 49% of responses being NEVER

12. Do you receive adequate feedback about the effectiveness of your work?

The scale was from 1(Never) to 5(Always)

Breakdown of 44 responses

18-1
12-2
12-3
1-4
1-5

Range of answers from 1 to 5 with 41% being NEVER

13. Has communication with EBCe staff and you ben adequate?

29 YES 10 NO 74% of anwers were POSITIVE

14.To what extent have you had to make changes in your normal work habits to accomodate the students?

The scale was from 1(Seldom) to 5(Always)

Breakdown of 44 responses

13-1
13-2
10-3
4-4
4-5

Range of 1 to 5 with 30% of responses being Never and 30% of the responses being Sometimes

15.To what extent does working with students interfere in getting your work done?

The scale was from 1(Seldom) to 5(Always)

Breakdown of 40 responses

17-1
15-2
7-3
0-4
1-5

Range was from 1 to 5 with 43% of responses being SELDOM.

16.To what extent are you willing to work with students next year?

The scale was from 1(Not at all) to 5(Completely)

Breakdown of 42 responses

3-1
4-2
13-3
12-4
10-5

Range from 1-5 with 31% of responses being moderately.

17.Do you plan to continue participating in the EBCE program?

30 YES 0 NO 9 Don't Know 77% of responses were YES

18.What do you think are the greatest strengths of the EBCE program?

There are 48 responses to this question.

Breakdown of responses

	Frequency of response	% of Total Responses
Job exposure	16	33%
Determining career interests	10	21%
Relates school subjects to work	5	
Increases student's ambition to learn	4	
Builds social skills	3	
Responsibility of students	3	
Careful supervision	2	
Freedom and flexibility	2	
Helps site out	1	
Serves cross-section of student academic ability	1	
Enthusiasm of staff	1	

19.What do you think are the greatest weaknesses of the EBCE program?

There were 37 responses to this question.

Breakdown of responses

	Frequency of response	% of Total Respon
No follow-up	10	27%
Inadequate length of placement	8	22%
Poor matching of student interest to site	5	
No prior information on student	4	
Hurts academics	3	
Inadequate communication between site and EBCE staff	3	
Boredom of students	1	
Easy program	1	
RP job too technical for a student	1	
Burden on RP	1	

20.What other comments or recommendations about EBCE do you have?

There were 12 responses to this question.

Breakdown of responses

	Frequency of response	% of Total Respons
Strong support	6	50%
Make more pre-site preparation	3	
Students' need more in-depth exposure to site	1	
More explanation of RP's role	1	
Students should keep daily log	1	

APPENDIX C

LIST OF EXPERIENCE SITES

Name of Site	Code Number
Annino's Drug Store	1
Bacon Brothers Inc.	2
Bernie Fields Jewelry	3
Bob's Surplus	4
Brownstone Restaurant	5
Business Machine Center	6
Chappell Auto Body & Repair	7
Cockaponset State Forest	8
Colonial Press	9
Connecticut Light & Power Co.	10
Connecticut Valley Hospital	11
Creative Way Nursery	12
Diana	13
Elmcrest Psychiatric Institute	14
Family Practice Group	15
Family Services Association of Middlesex County	16
Farmers & Mechanics Savings Bank	17
Garvin Ceramics	18
Hair Designers	19
Hartford Veterinary Hospital	20
Hazen's Office Interiors	21
Itkin's	22
Jackson Pontiac	23
Johnson Subaru	24
Kelsey's Garage	25
Otto Keser's Sons Inc.	26

Koch's Exxon Service	27
Arthur Krenz Agency	28
Laurel State Glass Co.	29
Middlesex Association of Retarded Citizens	30
Middlesex Memorial Hospital	31M
Middlesex Mutual Assurance Co.	32
Middletown Kawasaki	33
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Middletown Veterinary Hospital	36
Dr. Richard B. Morse	37
NAPA - Connecticut Distribution Center	38
Northeast Utilities - Berlin	39
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Odd Fellows Playhouse	41
Ozone Youth Organization Inc.	42
Parisian Coiffures	43
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Planned Parenthood League of Connecticut - Middlesex County	45
Portland Carriage Shop Ltd.	46
Portland Community Health Association	47
Portland Floor Covering	48
Portland Public Schools	49
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Portland True Value Hardware	51
Rapidprint Inc.	52
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APPENDIX D

TENTATIVE FRESHMAN FORUM ACTIVITIES

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Meeting #1 — Orientation to Freshman Forum

A. Counselor will explain purpose of meetings to discuss issues affecting them- short term (overall high school situation); long term- career and limited value exploration.
B. Counselor will attempt to establish rapport with group through round-robin introduction. Then break into dyads for interview and have each introduce his partner to entire group.
C. Counselor will explain and answer any student questions concerning contents of Student Handbook. Predominently- credit system, guidance services, alternative (ERCE) programs, courses of study.
D. Explain weekly log assignment- any questions, problems, issues, feelings, or activities which arise during the week which you would like to discuss at next Forum meeting. Also, your reaction to this meeting.

Meeting #2 — Introduction to Career Education

A. Counselor should go over log assignments and deal with any issues brought up by students.
B. Counselor should dictate to students the Career Survey Questions. (Interview Strategies).
C. Discuss student answer to questions.
D. Give overview of what Career Ed is and why important (Career Guide).
E. Administer Career Match.
F. Give the students tour of Career Information Center (if time).
G. Remind students of weekly log assignment.

Meeting #3 — Determine Basic Career Interests

A. Meet in Career Info Center and reacquaint students with resources.
B. Administer Subject Checklist and Work Activities Checklist.
C. With 3 instruments have students research within lab their top career choice;
   1. Name of occupation.
   2. What does this person do?
   3. What skills and personality are needed for this job?
   4. What education and training is necessary?
   5. Where do these people work?
   6. What is the salary range of this occupation?
   7. What are the hours of this job? the benefits?
   8. What is the future outlook for this occupation?
   9. What are some names for different jobs in this field?
   10. What do I like about this job?
   11. What do I dislike about this job?
D. If time, discuss results with students.
E. Remind students of log assignment.

Meeting #4 — Exploring Work Values

A. Discuss weekly log; any unfinished business with researched occupations.
B. Discuss work values- get impression from kids.
C. Have students fill-out Ex. 1 & 2 for 24 work values.
Ex. 2- based on their researched occupation.

D. Have students pick-out their top 5 work values and discuss with group.
E. Remind students of weekly journal.

Meeting #5 Introduction to World of Work
A. Discuss any issues relating to weekly journal.
B. Lead students through exercises dealing with Idea, Thing, or People orientation, type of businesses, physical condition adapting to work situations, physical demands with discussion between each.
C. Have students compare their preferences with researched occupation and discuss.
D. Remind students of weekly journal.

Meeting #6 Exploring Ideas About Sex Role
A. Discuss any issues relating to weekly journal.
B. Through questions/answers counselor will initiate discussion of what sex roles are, some current attitudes, its importance to student's future.
C. Students will complete Ex. 1-5 based on p. 193-200 in Career Guide.
D. Discussion of results.
E. Remind students of weekly journal.

Meeting #7-8 Life-Skills Activities
A. The counselor will lead the students through series of activities which deal with life planning strategies and career values.
B. Counselor will allow for discussion whenever appropriate or asked for by group.
C. Discuss any issues generated from weekly journals and remind students to continue them.

Meeting #9 Value Clarification and Assessment
A. Survivor and Alligator River exercises.
B. Have students fill-out evaluation of entire Freshmen Forum series.